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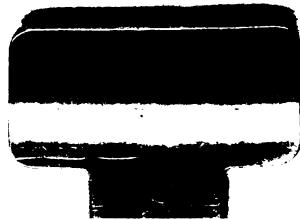
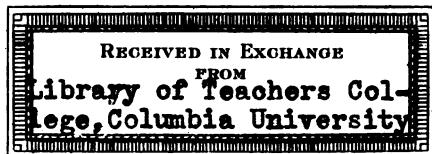
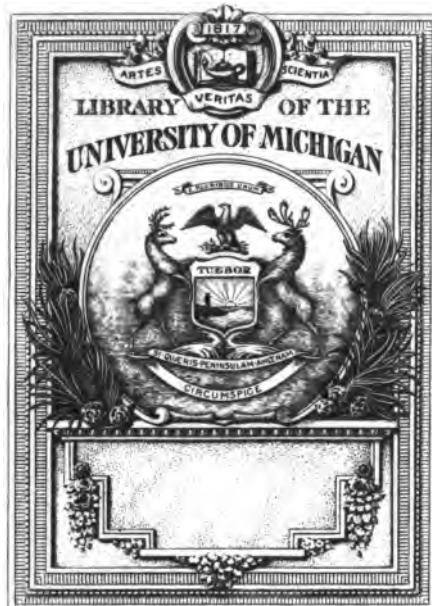
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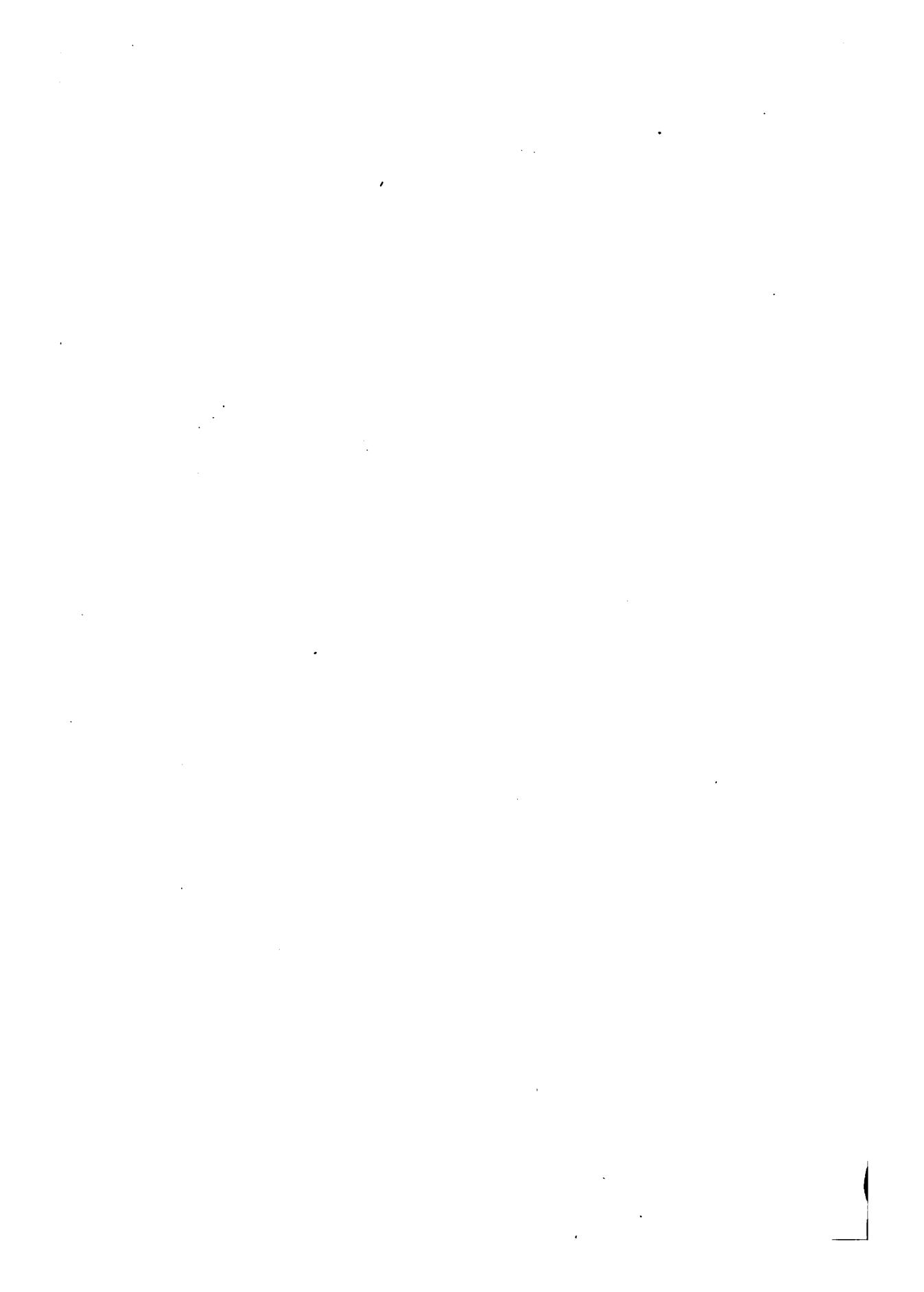
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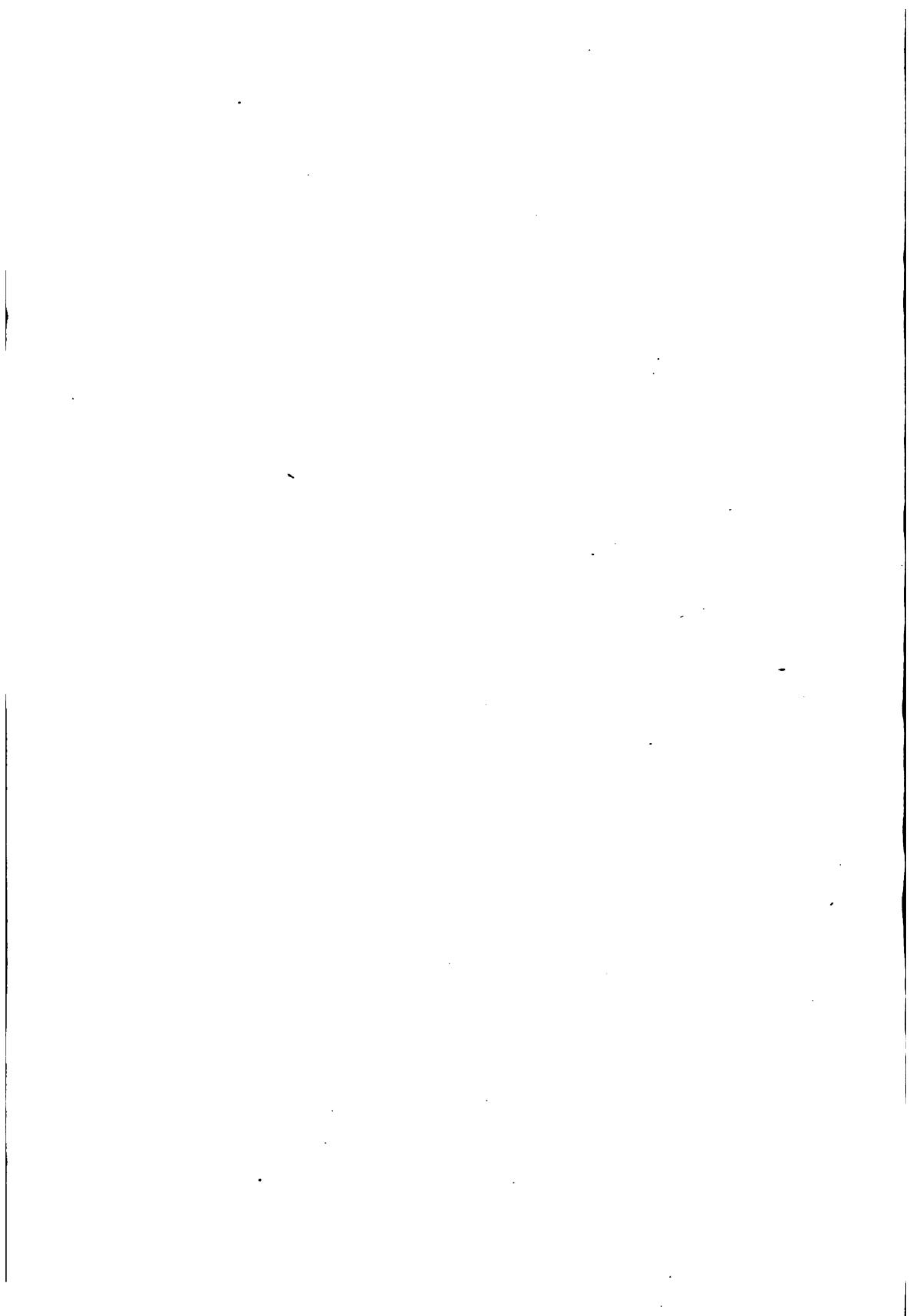
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ADDRESSES

Delivered in 1903 at the Annual Meeting

OF

The American Society for the Extension of University Teaching

BY

FREDERICK H. SYKES, PH.D.
REV. W. HUDSON SHAW, M.A.



AND

LETTERS

Concerning the Value of the Society's Work

1903

THE AMERICAN SOCIETY FOR THE EXTENSION OF UNIVERSITY TEACHING
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An Appeal for the Maintenance and Endowment of University Extension. Address by Dr. Frederick H. Sykes.

DELIVERED AT THE ANNUAL MEETING OF THE AMERICAN SOCIETY FOR THE
EXTENSION OF UNIVERSITY TEACHING, PHILADELPHIA,
JANUARY 31, 1903.

Mr. Chairman, Directors and Members of our University Extension Society, Ladies and Gentlemen:

It is a rare event for Extension lecturers to be privileged to enjoy what I may call, in this company, the pleasure of their own Society. But to-day the railways miss some accustomed fares. In halls and libraries, in chapels and churches, to-night, all is dark and deserted. Queen Elizabeth is not moved by lectures on her Age. At Assisi, St Francis sleeps with his bones. Rome does not rise to-night, nor is modern Europe awakened. The child, oblivious of his undeveloped ethics, lies happily tucked in bed. Upon their accustomed beat the moral leaders are not found. Shakspere's sock is off. Wagner is not expounded; the nations do not sing or dance; nor do we care to learn to listen to music, for there is none to listen to. The voice of the Extension lecturer is hushed in the land.

The reason that brings us here to-night is no slight one.

It is understood by us all that, on the administrative side of University Extension, we are face to face with what I may call a grave crisis. This crisis does not exist in Extension teaching itself. Never has the work been more thorough, never have the centres been in better condition, never has the attendance been so great. Thirteen years ago we had forty-two courses of lectures attended by nine thousand people (9297). This year we are already assured of ninety-five courses attended by twenty-five thousand people. The average attendance at our lectures during the first ten years was 194. The average attendance at the lectures of this year is 265.

We have gone to communities large and small, in the great cities—Philadelphia and New York and Baltimore, and in the towns and even villages through an area extending for two hundred miles about Philadelphia. Wherever we have gone, we have gone only after local initiative and local responsibility have been awakened. Our lectures, it must be remembered, are not given by this Society; they are arranged and held by local centres. We have therefore got together, in every centre, a small body of men and women, devoting time and effort, without reward except for the joy of well-doing, to the higher life of their community. All praise for our local secretaries, to whose devotion and energy and self-sacrifice our movement owes much of its success! Through that local initiative, local management, and local support University Extension ceases to be an exotic, foisted on the local community; it enters into the life of the community; it sup-

plies what the local leaders of the community believe the community requires and will support. When these local leaders, or the locality itself, cease to believe in it, work for it, pay for it, our cause is over. We must carry the community with us or our work ends.

We work under the most diverse conditions, and with most varied audiences. We must live up to the maxim of that first Extension lecturer who preached all things to all men. We go to great centres like Association Local in Philadelphia,—a centre that after thirteen years of continuous activity gathers together this year for courses of thirty-two historical lectures, a thousand auditors—an audience in character and standing and intellectual interest not to be paralleled elsewhere in this country, if in the world. That is a testimony of University Extension of which no member of this Society need be ashamed.

We go to small centres, in towns like Moorestown, Parkesburg, Milford, Hatboro, Woodstown, Millville. We have centres even in remote country districts, where perhaps a carriage-house is the improvised lecture-room, and farmers and farmers' wives are the only auditors. And we have centres in artisan districts where the committee and audience are workingmen and working women. We go to centres where for the first time church divisions are broken down in a common cause. We co-operate with women's clubs, acting at times for the community, as at Oak Lane, West Chester, Media, Lancaster, Asbury Park, Williamsport. We co-operate with schools and colleges,

acting also at times for the community, as at Ogontz, Easton, Catonsville, Baltimore, Frederick, Indiana. We co-operate with teachers' organizations, as in the immense gatherings of the International Kindergarten Union of this city, and the union meetings at the Normal School of the teachers' organizations of Philadelphia. We co-operate with that splendid lecture institution, the Brooklyn Institute,—a foundation we should like to parallel in Philadelphia. We co-operate in that vast system of free lectures given by the Board of Education to the people of New York,—some day to have its fellow-system in this city.

Throughout these varied audiences and various centres we have done our work. We have held our audiences on the great lines of history, poetry, drama, the novel, music, economics, ethics, child study, and so on. We have stimulated systematic reading and study. We have developed study classes. We have in some measure met the demand for good books by our traveling libraries. We have shown communities the need and value of public libraries. We have co-operated with local libraries, often lecturing in their halls, to increase interest in reading and give guidance in the choice of books. We have given instruction through the personality of the trained teacher and trained speaker, so as to humanize knowledge, which books alone cannot do. "Mind grows like a spirit," said Carlyle, "by mysterious contact with spirit, thought kindling itself at the fire of living thought." We have offered something of the benefit and the delight of higher and continuous

education to men and women who desire it, without detaching them from their callings and their homes. Our work has made for a better public opinion and for a happier, because a more intelligent, social life.

The crisis does not lie in University Extension proper. Our work and our centres have no crisis. Our centres raise about \$30,000 annually for their work. They are solvent somewhat after Mr. Micawber's calculations: "Annual income twenty pounds, annual expenditures twenty ought and six, result misery; annual income twenty pounds, annual expenditures nineteen ought and six, result happiness." The crisis lies with the central office, the administration of our Society. The powerhouse of the whole movement lacks fuel, and the lights shining in the most distant places are threatened with extinction. The income of the central office has for thirteen years been steadily diminishing, and this year has fallen far below its inevitable cost. We get the means of support for the central administration from three sources of revenue: First, the fees of membership in our Society, \$5 and \$10 annually, amounting this year to \$1100; second, the fees of \$10 paid by the local centres, above the lecturer's fee, for each course they hold, amounting this year to something over \$600; third, subscriptions from a few generous and steadfast friends of education, who give from \$25 to \$500 annually, to the amount this year, so far assured, of \$3000. The total is \$4700, out of which the Society must provide a central office, secretaries, typewriters, etc., at a minimum cost of \$6500. That is the first part of the crisis. But the

real crisis is a greater one. We have come to realize that in the work of University Extension we are engaged in a national work, with an income little larger than that of a Philadelphia Society for the painless extinction of cats and dogs.

We have come, I repeat, to realize that we have entered upon the national work of adult education. University Extension is a great flexible system of education evolved to supplement the College where the College is practically powerless to serve the community at large. If men and women can give up three or four years of their lives, live upon capital, freed from duties of home or business, they may get a college education. And they will get an inestimable boon. But do we realize how few they are for whom college education is actually possible? That great boon exists for how many in our community? Can I say ten per cent.? No, nor five. Can I say two per cent.? No,—not even one per cent.

Our proper field is this great Atlantic division, made up of our wealthiest states, dotted over with colleges great and small. And what are the conditions? In the primary schools there are four million little boys and girls who get the rudiments (4,050,047); two hundred and thirty thousand (234,252) will reach the high schools; seventy thousand (70,183) will reach the preparatory and technical schools; and only thirty-six thousand (35,919) will attain to the colleges and universities.* We may be theorists and say

*Report of the U. S. Commissioner of Education, 1900-1901.

that in this era of universities everybody who will can get a college education. It is not so. We shall do better to face the facts of life as life is lived about us, and the great fact in education to-day is this: *In every 121 men and women we meet, one gets a college education; and 120 do not, and, as life is lived, cannot get a college education.* These 120 represent the men and women who carry on this practical work-a-day world. They are our merchants and mechanics, our clerks and salesmen, our railroadmen, our factory hands, our farmers, our school teachers, our housekeepers, our homemakers, our wives. For the education of the one man, millions are poured like water. What are we doing for the one hundred and twenty? This is not only the era of universities, it is also the era of democracy. We feel our duty to learning, and we feel our duty to humanity. And there is no University man to-day with a soul above the sod that does not rejoice at every effort to bring something of college education to the many. Noble were Carlyle's words: "If the poor and humble toil that we may have food, must not the high and glorious toil for him in return that he have Light, Guidance, Freedom, Immortality."

To reach the many there are two great educational means so far evolved—the one is the Free Public Library that offers books, the other is University Extension that offers teaching. Each is indispensable to the other. Together they make that organization we can see dimly taking shape—the University of the people.

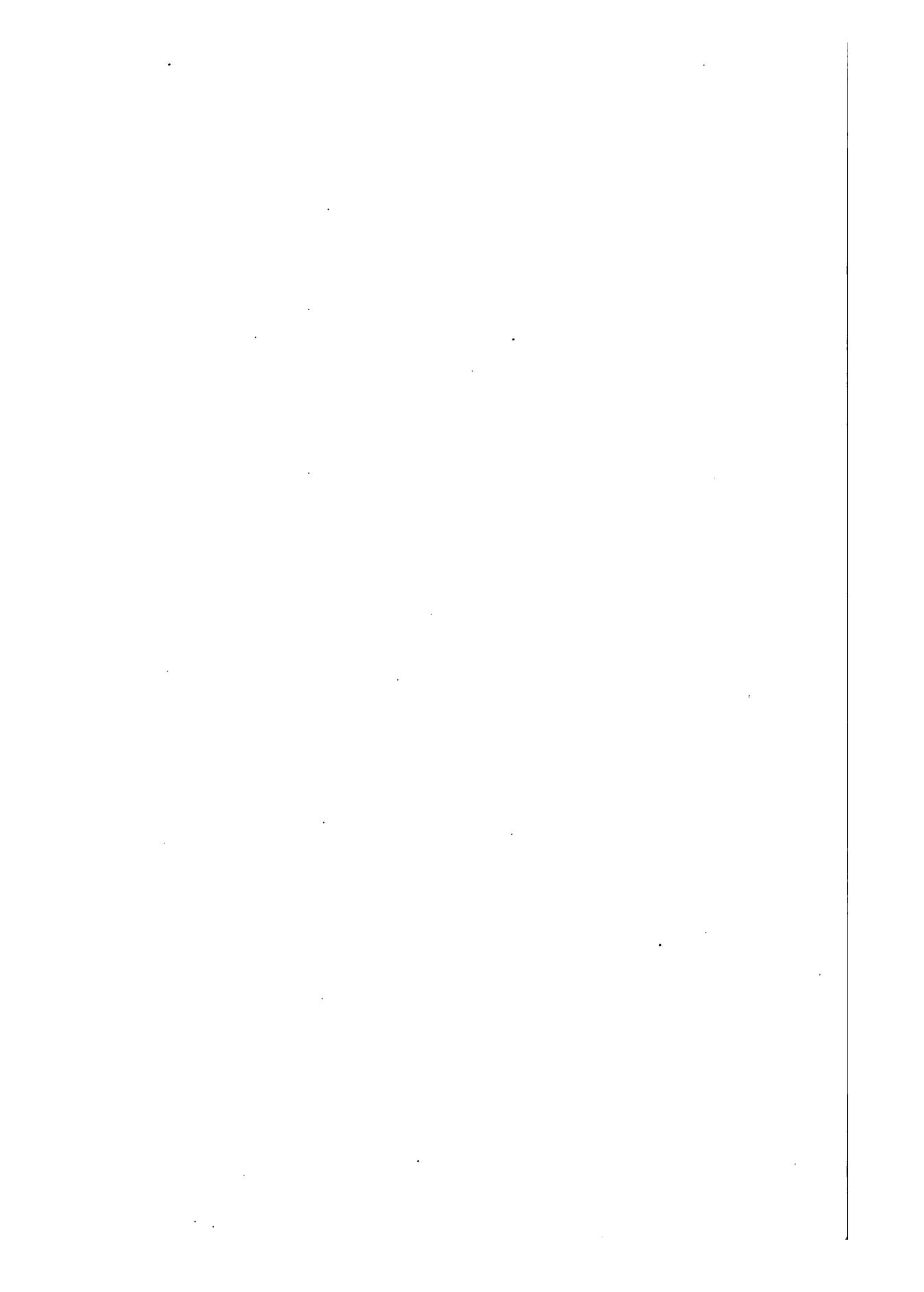
Seven thousand dollars a year has enabled this Uni-

versity Extension Society to do what it has done, and that sum assured for a term of years will continue to enable us to exist. But it is a humble and precarious existence. That sum leaves us cramped by poverty in every sphere of our usefulness,—without a single class-room to offer our Philadelphia students, powerless to help distant centres in their heavy expenses, powerless to help weak centres in small or poor districts, powerless to supply the traveling libraries needed in our centres, powerless to occupy more than a few nooks and corners of the great field we have entered in, powerless to maintain a full staff of lecturers, powerless even to retain the lecturers we get by adequate remuneration and by humane conditions of service. To-day the weary Extension lecturer is saying with Falstaff, "I were better to be eaten to death with a rust, than to be scoured to nothing with perpetual motion." It is not right that we should kill our lecturers that this University Extension Society may live on an inadequate income. With ten thousand a year we should do our present work thoroughly and something over. I think with ten thousand a year, well administered, we could have fifty thousand people, in two hundred centres throughout Philadelphia and the states of which Philadelphia is the natural centre. A million dollars—and shall we not rather think of a great endowment of this national work?—a million dollars for University Extension would exert for all time an influence more vital to good citizenship, more conducive to human happiness, more popularly beneficent than a similar endowment for any other form of education

of which I have knowledge. In the name of the thousands of men and women we work for and the hundreds of thousands we wish to reach, I ask from this Society and from others who would render true service to humanity, that support for University Extension adequate to its pressing needs and to its proper development.

Sirs, I do not fear the issue of this crisis. I take it as an omen of a brighter future that we have with us as speaker to-night the foremost Extension lecturer of England, the Rev. W. Hudson Shaw, to whom the American lecturers ever extend a heartfelt welcome, both for the energizing influence of his personality and work, and his deep abiding faith in our movement. And we have with us to speak also the foremost citizen of Philadelphia, Mr. John H. Converse, to bear out traditions of civic duty established here from of old. We appeal to-night to Philadelphia, the cradle of this movement in America. In this city of wealth; in this city of traditions of intellectual liberty and civic devotion; in this city of Penn and Franklin and Stephen Girard and George W. Childs and Anthony J. Drexel, our appeal must not be in vain.

“Help us to need no aid from men,
That we may help such men as need.”



Address of Rev. W. Hudson Shaw, M.A.

Mr. Chairman, Ladies and Gentlemen:

I am afraid I am here to-night under false colors. I understand that I was invited to deliver a funeral oration on University Extension. Well, I have come to praise Cæsar, not bury him (applause). I do not believe in that funeral one bit, Mr. Chairman; I do not believe that the crisis is very serious. I do not believe that University Extension in Philadelphia is really on its last legs. Can anybody listen to Dr. Sykes' discourse or Mr. Miles' figures, and then remain unconvinced? Die, ladies and gentlemen? What for? Is it because you are more successful in your movement than you ever were since you began? Is it because you cannot get lecturers, secretaries and people to take interest in your movement, and cannot get any audiences? What are the facts? You have this year no less than 25,000 persons in attendance on your present lectures. Would you mind comparing those figures with those of other University Extension bodies in Europe? The largest Extension movement in England is that of the University which I represent to-night —Oxford. Our total attendance, according to the last report, after, not twelve years' work that you have had, but eighteen; and we have worked pretty hard, our

total attendance at the present moment is 20,000, against Philadelphia's Society, 25,000. The London University Extension movement has been in existence twenty-seven years and their figures for last year against your 25,000 were 15,000. The founder of all these societies—the beginner of the whole thing, was, of course, the University of Cambridge, which, after thirty years' work, with a very faithful staff of lecturers, has at the present moment 10,000 students in attendance. If we had come here tonight to listen to a report saying that in spite of our efforts, in spite of everything that could be done, in spite of the expenditure of a hundred thousand dollars, your Committee were sorry to say that people were not appreciative—that the attendance at the centres was steadily decreasing; that no students could be had; that people would not read our books, and that, although every encouragement was given us in money, still we found that people would not come:—then, indeed, we might have celebrated a funeral; but as it is this Society, with a splendid list of members, the parent Society of America, the pioneer of all University Extension movements throughout the whole United States, stands now far above any of the English societies in the magnitude of its operations.

Well, that is a curious time to choose for dissolution. What is the real crisis, ladies and gentlemen? We over in England cannot help taking a real and genuine interest in this matter. I was wondering, as I came along, why I of all people had been selected to speak to you this even-

ing,—I, a mere visitor, a mere Britisher and a paid hireling of your Society. (Laughter.) Well, at length I have hit upon the explanation of that mystery. I have no doubt that you have given me this privilege to-night (and I value it very much), because you have remembered that in a sense the Philadelphia Society is Oxford's child. We really gave you your methods. When Mr. Douglas and his Commission came to England thirteen years ago they examined all the University Extension schemes; they considered every one of them, and they finally adopted, not Cambridge or London, but the scheme of Oxford; and to-day you are identically on the same lines that we are there. You remind me of what happened a few years ago when a colored gentleman from the Fiji Islands, in the year of our great Queen's Jubilee, was speaking enthusiastically in Sydney Harbor about the British Empire and the extent of dominion over which Queen Victoria ruled, and her four hundred millions of subjects. Some bystander turned to him and said: "What are you talking about? You are not a British subject at all—you have not a drop of British blood in all your veins." "I am not quite so sure of that," said the colored gentleman; "at any rate I know this that my great-great-grandfather helped to eat Captain Cook." (Laughter.) Ladies and gentlemen, if I may say so, the relationship of this Society to the British Society is something of that nature; you in Philadelphia have absorbed the blood and bones and sinews of Oxford University Extension. I do not like mixing metaphors, but you are also our baby and we

take a great interest in you; we have watched you through your tender years, and now when we thought you had come to a lusty manhood you are about to die! Ladies and gentlemen, it is just unthinkable. What are you going to die for? You are going to die, I understand, for lack of the magnificent sum of two thousand dollars per annum, or less. Does anyone mean to tell me that when the leading men of Philadelphia have the facts placed before them—and you know the reason for all our difficulty is that you are so filled up in Philadelphia with every kind of splendid scheme of philanthropy that a little thing like this, a movement which goes about its work quietly, gets lost sight of and people absolutely do not know the facts,—that if Philadelphia is told on Monday morning that either the funds of the American Society must be increased and very quickly and considerably or else next winter 25,000 students may go about their business, that that will not end the little crisis? If it does not, then, ladies and gentlemen, Philadelphia is not worthy to have a University Extension movement at all.

We have all done our best. Your directors have worked hard for thirteen years; men like Mr. Brinley and Mr. Miles have given up of their time. (Applause.) You have had skilled officials, amongst the very best. I would like to acknowledge what I have always found to be their unfailing kindness and courtesy to everybody working under them. Your lecturers have done their very best to make the movement a success; we have succeeded beyond

our wildest hopes. Nobody could have dreamed when we began this movement that after twelve years' work we would be likely to boast of a larger constituency than any other University Extension in the world, with the single possible exception of the University of Chicago.

There is the great train waiting in the depot; the cars are crowded with passengers, everything in first rate order; the engine is good and the engineer is very good; the conductors are—perhaps I myself and Dr. Sykes and Mr. Lavell are getting a little old in the work, but still we know it fairly well, and yet the thing won't move! You finally hear an explanation: "The train cannot run, because you are short of a half-dozen bucketfuls of coal." You apply to the proprietor, Mistress Philadelphia, and state your requirements; but she has so many vociferous applicants, she cannot afford a half-dozen bucketfuls of coal and so the University Extension train is to be left in the depot! Well, I do not believe it is going to be; and instead of talking about funerals tonight I want to throw all that aside and ask the audience if they won't look upon this evening's meeting as not the end—the terminus and a disgraceful end, too,—but rather as the beginning of a new period in University Extension,—a period of reconstruction perhaps, a period of hopefulness, a period in which we hope to see quadrupled our operations throughout this State. The difficulty is to get the opponent, the critic, to state his objections. Why is it that the public has not responded more liberally to the claims of University Extension which has been preached

by your press, which has been preached by your professors, and exalted by your best citizens in Philadelphia? I have been trying for the last few days to find out the possible arguments of the opponent and the critic and the indifferentist and they all resolve themselves into one, and that is, that University Extension by this time ought to be self-supporting. My first answer thereto is that it is self-supporting. You remember how when the Royal Society of England was formed, the mischievous monarch, Charles II, propounded a riddle: "Why was it that if you took a glass jar and filled it full of water and then introduced into it a number of goldfish the water did not overflow?" And the Royal Society took a good many days and weeks to examine that difficult problem. They could find no solution until at last they tried the experiment and found that the water did actually overflow. You have that here, too; the water does overflow. Our centres from one point of view, that is, maintaining themselves when once arranged, must be regarded as self-supporting. From the time when the lecturer is placed on the platform fronting his Extension audience,—from that moment to the end the work of every centre in this State is self-supporting. None of the money of our subscribers goes to the aid of these centres; but after all, that is only one way of looking at it. Suppose we should admit that University Extension was not quite self-supporting—that it required the miserable little sum of \$6000 every year, could anybody tell me of any scheme for the education of mankind from the beginning of this world that

had been self-supporting? Are your universities self-supporting? Do your colleges manage to get along without endowments, or anything of the kind? As far as I know, the only scheme for education which has come near to be self-supporting in the fullest sense is this very University Extension for which you and I are concerned. You don't like figures, but one or two are necessary.

Since the Philadelphia Society began its work some \$400,000 has been paid for lectures. I know in the statistics read to you it is put down as \$300,000; but I think, after long experience, I may say that you must add to that a hundred thousand dollars more for the very large local expenses which do not appear in the accounts of our Society. I think you can take it that we have spent during our thirteen years \$400,000 on popular education, whereof the one-fourth part has been subscribed,—given by the benefactors,—and three-fourths paid by the people themselves. I fancy that that proportion would satisfy Mr. Andrew Carnegie.. If he could be assured that for every dollar laid down by himself the people were going to lay down three for their own education he would be extremely gratified and satisfied; and therefore I take it that the cry for University Extension to be self-supporting is really not a very intelligent one, it is about as near to being self-supporting as we can ever expect.

I want to look to the future. The experimental period is now over. We have tried this work for twelve years and we know now pretty well what can be done. It has, I say, exceeded our expectations, or at any rate the expecta-

tions of those who were wise and prudent at the beginning. I have been up in the mountains of your State, up at Philipsburg and Huntingdon. I would give a great deal if my people at home were half as ready to go into University Extension right away as are the people of your small towns in that part of the State. If I had the opportunity I would go into details at this moment; but no less than twelve flourishing University Extension centres could be established in that part of the world without any trouble at all. (Applause.)

It all waits for just the subscription of a few thousand dollars. I agree fully with Dr. Sykes, there is no use asking for \$6000, which would just enable the machine to be run under present conditions; it will allow nothing for propaganda work,—for the support of centres in places where they are most needed. Education is like religion—people don't want it until they have got it,—and you have got to press it upon them; and those very places that we should like to serve most are those that don't ask for our lectures.

I desire to put before you a sort of scheme—a little Utopia which is floating about in my mind as to what we should do in our next twelve years,—in our next epoch. Firstly, I am in favor of some radical changes. I am rather a revolutionary person, and even University Extension in its present state does not satisfy me. I do not know if I stand alone, but personally I strongly hope to see a much closer connection between the American Society of University Extension Teaching and the Uni-

versity of Pennsylvania. It is thrown in our teeth sometimes "there is not any University to extend." I don't know whether it is a mere theoretical objection or criticism, but I think we should do better work if we were closely connected with the University,—affiliated perhaps would be a better word,—only in such a way as to retain home-rule and local self-government and absolute adherence to our own tried and tested University Extension methods. I remember an old weaver from Lancashire at the time when we were querying in Oxford as to whether we should accept State aid for our University Extension movement. He said in his rough way: "If State aid means State interference, then I say away with it. If we can have State aid without State interference, then let us take it." Well, I should like to have a friendly union and alliance with the University. I should like to feel that we were closely connected with it. I think I agree with Provost Harrison that such a union would be good for the University and good for University Extension, provided always, as said, that we are an affiliated body and allowed to go our way on the method that we have found to be the very best for popular education amongst the masses of the people. That may be, however, only a personal feeling. But I am perfectly sure that the great event of this year in Philadelphia is the glorious promised benefaction of Mr. Carnegie for building thirty public libraries here. If I am not wrong that is going to mark the beginning of a new intellectual and social life for this great city. I have held all my life that University Exten-

sion and the Free Library system were twin sisters and ought never to be separated. Neither of them can do its work properly without the other. Carlyle said that the true university was a collection of books. Ladies and gentlemen, it is a lie; or rather it is worse than a lie—it is a half truth. The library is a true university only to men and women when they have been trained and guided to the use of the best books; and so it is with the Free Library system. It is handicapped and will always be handicapped until it is associated with some great method of popular teaching, such as that we are trying to use and establish. On the other hand, University Extension is crippled and must be always unless it has the close alliance of the free libraries. For ten years I have been appealing in England, but nobody will do it. There is not a librarian there who has the sagacity and imagination of Mr. John Thomson. Mr. Thomson sees (what is absolutely true) that these two things are the complement of each other. We have not in all England a library like yours which sets apart a room for the use of University Extension students with every book to their hands. I wish we had.

My third plank in reform is this: I strongly disbelieve in any board of directors for University Extension Teaching that has not got any women on it. (Applause.) One of the first and most immediate reforms is, that you just add three leading women of Philadelphia, of influence and power and elect them directors. I hope this is not impertinent, Mr. Brinley; but we are here to-night to discuss what we can do to improve our Society. Then, again,

there is another thing badly wanted. I can say it to-night, because I am an outsider and Dr. Sykes and the other lecturers cannot possibly speak of it, or rather cannot plead their own cause. I said the other night that you were sweating your lecturers. It is a strong expression. What I mean is this: There has been no thought hitherto in any scheme for University Extension beyond the centres themselves. You have never been able to offer your lecturers, the men who serve you gladly and willingly and well, to offer them a real career; and so it happens, you make good Extension lecturers, and as soon as you have made them colleges take them. That is going on all the time and has been going on in England for thirty years. If University Extension is ever going to be a great, prosperous movement you have got to stop that leak. University Extension lecturers do not ask for fortunes nor for an easy life; or if they do they are not going to get it. They are willing to take all manner of risks—the trade is bad for the nerves, bad for the body, bad for the mind, bad all round. Well, all that the poor man asks for is that you will give him something like security of tenure. He makes himself an efficient teacher and some college or university immediately wants to make him a professor. What has become of my colleagues since 1886 when I took up this work? There is not one of them left: one is a Bishop—Bishop of Stepney, one a Judge, two of them college tutors, one high up in the educational department of the Government, three have become professors, because naturally to-day the professorial chair is a more comfortable chair to rest in than a third-class railway carriage.

All this has nothing to do with the immediate crisis: that is going to be surmounted. But I want to plead that we make no mistake. Set the subscriptions at \$10,000 every year and then beyond that, if we are to do really splendid work in the future, there must be founded somehow or other some Fellowships or Lectureships. I had one for nine years and I know what a great support it was to me, and there is no reason we should not have them here in Philadelphia. Let us set to work to induce some gentleman or gentlemen to found those University Extension fellowships or lectureships: one in science, perhaps two in history, one in literature, one in music and one in political economy and sociology. They need not be very large—say \$500 per year, or if possible it would be better, of course, a thousand dollars per year. Then you would make University Extension lecturers men of secured position; because, as regards the work, it is hard and severe; then your men won't leave you. Of all the devoted men who were gathered together in Oxford in 1886 and swore by all their gods that they would not desert the ship, I am the only one left and that is because, as my wife says, I am crazy. (Prolonged applause.) Well, ladies and gentlemen, there is my scheme.—Affiliation with the University of Pennsylvania, if possible; absolute connection on any terms with the Free Library, because we are complements one of the other; ladies on the board of directors, six lectureships or fellowships for tried and experienced lecturers that they may continue in your service for many years, and, finally, \$10,000 every year for

the support of the central body and for propaganda purposes.

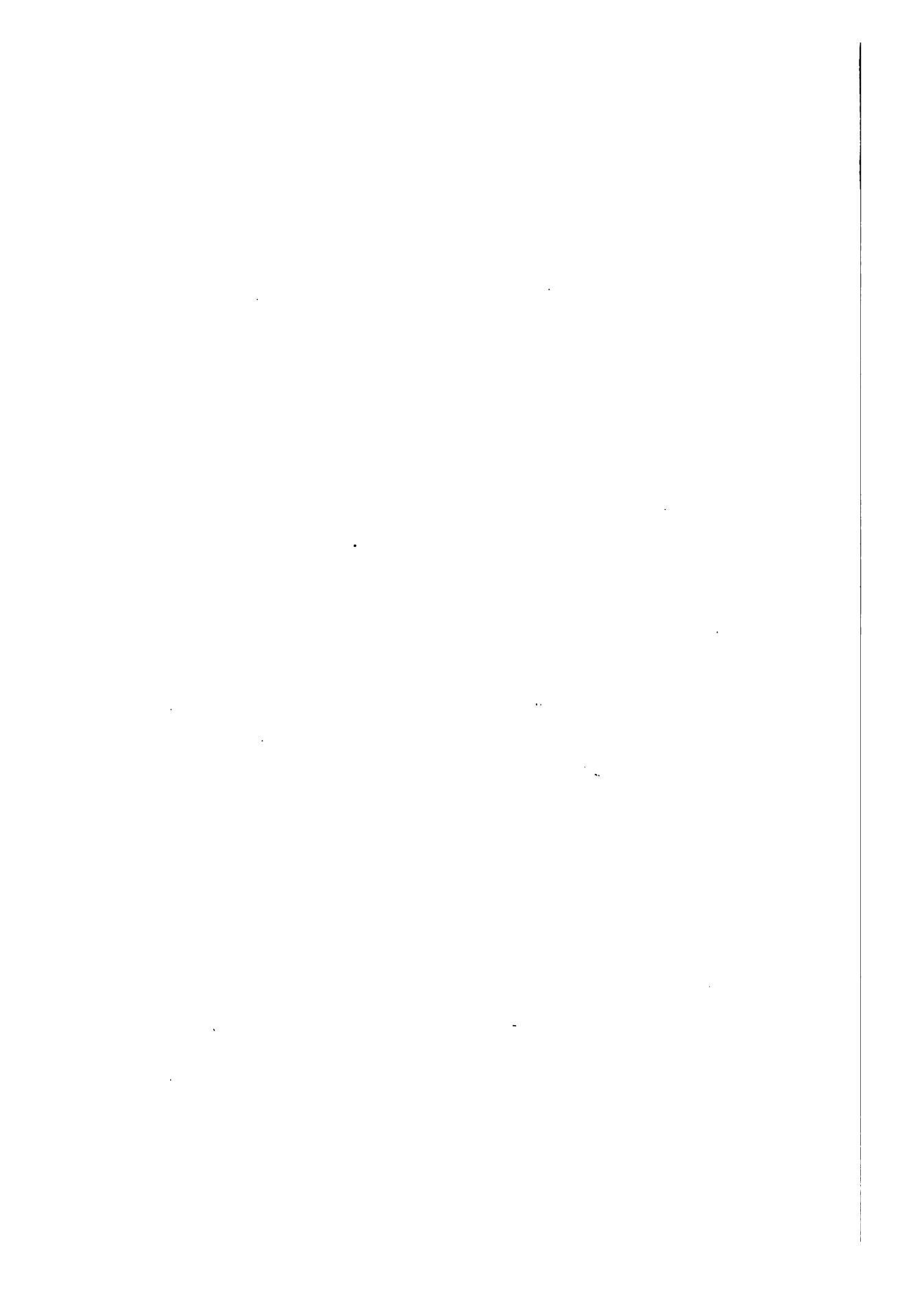
Can you imagine any gentleman of Philadelphia who listened to what Dr. Sykes had to say to-night and was told, moreover, and has it proved that that strong statement of his was correct and could be backed up by every lecturer, whether here or on the other side,—can you imagine the body of intelligent men who would not say at once: "This is a movement which we cannot afford to see destroyed." For what is it doing? I am just going to tell you the exact truth as I know it: First of all, this is the only real system for long-continued popular adult education that the world so far has been able to invent. We have come to the conclusion now that education is not for childhood nor for college age, but for life. It is the one scheme of education so far put before the world which is never going to make a man or woman one penny better in wages or profit: it is absolutely pure and disinterested in its aim—it is for life and not merely for livelihood. You know what our age is. It is in danger of materialism. Isn't it something to have an educational movement which makes for the ideal things? I have seen dingy little towns in England—5000 to 10,000 people—entirely transformed after a few years of University Extension. Tennyson wrote about them—those little towns: "God," said Tennyson, "made the country, and man made the town, and the Devil made the little country town"; and in England it is so; they are full of their own conceit and importance—narrow, and we can

help them. They are the places really with which University Extension ought to deal. I do not see any such towns in America; as far as I see they are quite different, but they need you also. Take places where I was visiting this week: there is no college, no library, no educational institution; they are, I believe, surely the places that the University Extension Society should care for—little places scattered all over the country to which teachers can go as a veritable source of sweetness and light. We try to fight against three bad “isms”: provincialism, materialism, and the worst, Philistinism; and I think in that warfare we are sometimes able to do a little good work. Somebody will tell me that after all it is a mere educational movement—that it has got nothing particularly ideal about it, no touch of ethics or religion. Ladies and gentlemen, if I did not feel that it was at bottom and through and through a great ethical and religious movement I would not have served it for these seventeen long years. I know that it is. I know that it brings together the best and the truest and the most unselfish people in every part of the country. You have these bands of secretaries gladly giving up their time to this miserable little routine work of selling tickets and looking after the hall and so forth, willingly year after year with no honor, no glory, no anything except the satisfaction of doing a little good. You have men like Mr. Miles, Mr. Brinley and your directors, who give up their time. Why should they; why should these men trouble themselves? Mr. Nolen, for example, he doesn't see the

people of the centres; we lecturers get all the joy of it. These gentlemen sit in an office and arrange the business and see nothing of the really splendid side of our movement. I say there is a fine altruistic spirit about the University Extension after all; and beside that, and this is my final word: we have come now to take a little wider view of religion and we recognize that not only the soul has got to be trained and nurtured, but also body, and also mind. We are fighting in this movement against stupidity. What were Schiller's words? "Against stupidity and ignorance the gods themselves contend in vain." What was Cromwell's verdict? "It is the mind that makes the man; without that there is little difference between him and the beast." What was the glorious saying of that greater than Oliver Cromwell?

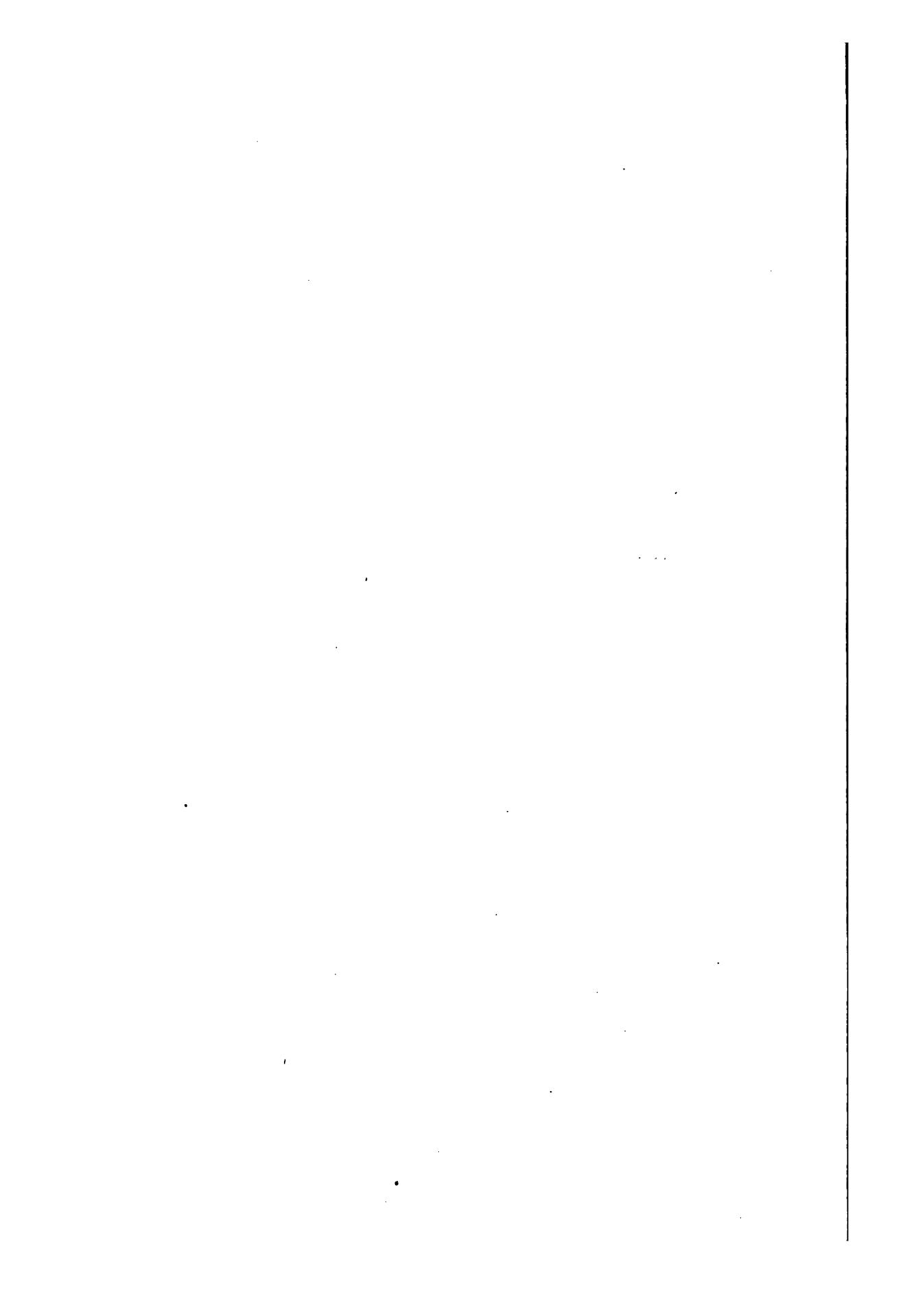
"Sure, He that made us with such large discourse,
Looking before and after, gave us not
That capability and god-like reason
To fust in us unus'd."

And that is the aim of the movement that you and I support. (Applause.)



LETTERS Concerning the
Value of the Work of The
American Society for the
Extension of University Teaching

PRINTED, 1903, BY
THE AMERICAN SOCIETY FOR THE EXTENSION OF UNIVERSITY TEACHING
33 SOUTH FIFTEENTH STREET, PHILADELPHIA, PA.



Letter from President Arthur T. Hadley

YALE UNIVERSITY.

President's Office.

NEW HAVEN, CONN., November 22, 1902.

My Dear Sir:—It gives me great pleasure to say that I have been most favorably impressed with the organization and work of The American Society for the Extension of University Teaching. I regard the ends which it strives to promote as salutary, and the methods which it has adopted as in general well calculated toward securing those ends. As far as I can judge, it has had a more consistent record of useful work than any similar organization on either side of the Atlantic.

Faithfully yours,

(Signed) ARTHUR T. HADLEY.

Mr. Charles A. Brinley,
Philadelphia, Pa.

Letter from Dr. D. C. Gilman

614 PARK AVE., BALTIMORE, December 17, 1902.

My Dear Mr. Brinley:—I duly received your note of December 3rd, but I have been so much absorbed with other correspondence that I have not been able to give it the attention it deserves. Moreover, I was quite confident that I should see you in Philadelphia during the recent meeting of the Civil Service Reform League.

Having been familiar, more or less, with the work of The American Society for the Extension of University Teaching, since its organization, I believe it to be worthy of hearty encouragement. The reports that you send me give abundant evidence of the great influence that the Society has exerted in the promotion of what may be termed "supplementary" education. It is clear that varied, accurate, and inspiring instruction has thus been given to multitudes who would not have had access otherwise to anything like such excellent courses of lectures. I am sure that pleasure has gone hand in hand with study, and this is a good point incidentally gained.

The term "University Extension" never seemed to me felicitous, but it has acquired its place and I do not know what better name could now be proposed.

With sincere personal regard, I am, as ever

Yours very truly,

(Signed) D. C. GILMAN.

Letter from President David S. Jordan

LELAND STANFORD, JR., UNIVERSITY.
Office of the President.

STANFORD UNIVERSITY, CAL., December 12, 1902.

MR. CHARLES A. BRINLEY,
111 South Fifteenth Street,
Philadelphia, Pa.

Dear Sir:—I wish to express my high appreciation of the work done by The American Society for the Extension of University Teaching. It has helped to raise the standards of literary taste and of general scholarship in a great number of communities and to lead the people to understand better the value and scope of higher education. I am sure that the Society and its work deserve the help and encouragement of all good citizens.

Very truly yours,

(Signed) DAVID S. JORDAN.

Letter from President Benjamin I. Wheeler

UNIVERSITY OF CALIFORNIA.
Office of the President.

BERKELEY, December 12, 1902.

My Dear Sir:—Believing strongly in the advantages of University Extension, the University of California has this year organized its efforts in that field into a distinct Department of University Extension, under the direction of H. Morse Stephens, formerly professor of history in Cornell University, and now professor of history in this University. Professor Stephens has this year organized six centres in various parts of California, and has more than fifteen hundred auditors enrolled. It is hoped greatly to extend this work in the future, to organize a permanent staff of University Extension lecturers, and to furnish opportunity for such work to any California community that may desire it. I shall be glad to talk with Professor Stephens about your work and to show him the very interesting data in regard to your courses which you have been so kind as to send me.

Very sincerely yours,

(Signed) BENJ. I. WHEELER.

Mr. Charles A. Brinley,
Philadelphia, Pa.

Letter from Hon. William T. Harris

BUREAU OF EDUCATION.

Department of the Interior.

WASHINGTON, D. C., December 2, 1902.

MR. CHARLES A. BRINLEY,
President of The American Society for the
Extension of University Teaching.

Dear Sir:—I have looked over the syllabi of the several lecture courses of the University Extension Society, of which you are the head, and I admire very much the make-up of the different series from year to year. The figures of attendance seem to me very encouraging.

I have from the beginning believed in University Extension rightly managed. It should stimulate home work. I do not recall another series of lecture courses with so rich a list of lectures and lecturers as your own Society shows, and I hope that there will be no difficulty in continuing a work that has already done so much good and promises to do so much in the future.

I return enclosures in order that you may use them elsewhere.

Very truly yours,
(Signed) W. T. HARRIS,
Commissioner.

Letter from Mr. John H. Converse

BALDWIN LOCOMOTIVE WORKS.

Burnham, Williams & Co.

PHILADELPHIA, November 25, 1902.

MR. CHARLES A. BRINLEY,
President of The American Society for the
Extension of University Teaching.

Dear Sir:—In response to your letter, I would say that as I have been familiar with the work of the American Society from its inception, I take pleasure in giving my testimony as to the value of what it has accomplished.

Whilst the effort to extend University Teaching has been somewhat modified, there is no doubt but that the courses of lectures on historical, literary, and scientific subjects have been of great interest and have done much to stimulate study on the part of the communities in which the courses have been given. I regard the undertaking as one well worthy of public support.

Very truly yours,
(Signed) JOHN H. CONVERSE.

Letter from Michael E. Sadler, M.A.

FELLOW OF CHRIST CHURCH, OXFORD; FORMER SECRETARY OF THE OXFORD DELEGACY FOR
THE EXTENSION OF UNIVERSITY TEACHING, EASTWOOD,
WEYBRIDGE, SURREY, ENGLAND

DECEMBER 13, 1902.

My Dear Sir:—I respond with great pleasure to the invitation contained in your letter of November 14th.

For some years I have closely followed the progress of the work of The American Society for the Extension of University Teaching and, so far as one who is at a distance from the scene of its operations can hope to judge, I am impressed by the thoroughness of its methods, the many-sided interest of its programs and the social value and importance of its labors.

I believe that University Extension Teaching was never more needed than it is to-day, and that a future of increasing usefulness lies before all patient and well-organized endeavor on the lines which your Society has made its own. One great feature of the period in which we live is the rapid diffusion of new knowledge and the opening up of convenient access to the classical sources of intellectual inspiration. The printed page can do much, but it cannot do everything. In all education we need the personality of the teacher and the power of the human voice. University Extension Teaching is the adjunct to the public library in the dissemination of culture.

We live in a period of rapid social transition. All over the world the thoughts of men and women are agitated by a sense of impending change. Some conclusions which they once held to be clear have been temporarily obscured by new knowledge. Many seem to have turned aside from studies (especially from those which

Letter from Michael E. Sadler, M.A.

are economic, ethical, and political) which, at present, seem to them unable to offer final conclusions, in a sufficiently precise and definite form for the guidance of their immediate actions. Some who are thus affected by the intellectual atmosphere of our times seem to be seeking relief in amusement or in some form of mental distraction. Others have been carried away by the rush of new interests and pleasures brought within their reach in a period of unexampled material prosperity. Again, a healthy reaction from superficial and pretentious half knowledge has deepened in many of the more sensitive minds the respect for scholarly specialization; but the same cause seems also to have unduly discouraged some from attempting to maintain (so great is the pressure of modern life and so rapid the development of new knowledge) that wide range of cultivated attainment which a persevering use of University Extension Teaching would have brought within their reach.

But, in spite of these difficulties, University Extension Teaching steadily makes its way. It meets, in a form well adjusted to modern conditions, a deepening social need. A new social idea is gradually shaping itself in the public mind. The feverish pursuit of wealth for the sake of power and position cannot always continue to satisfy, as a life aim, many of those who, at present, are unduly under its influence. In some more stable form of social structure than that in which we at present live three things will, I think, be regarded as indispensable to rightly ordered human life: (1) Reasonable certainty of

Letter from Michael E. Sadler, M.A.

employment, throughout the working years of life, for those who are skilful at their task and industrious in discharging it; (2) application of the resources of science to the purifying and beautifying of the conditions of modern town life, with due regard to the upholding of the sense of communal unity and, at the same time, to the preservation of the privacy and individuality of home life; and (3) the abundant provision of education, of varied types, but of the finest quality, not only for those in childhood and adolescence, but for adult citizens. We have only touched the fringe of what might, and should, be achieved in the sphere of adult education for the masses of the people. In the national provision for adult education, University Extension Teaching is likely to bear an important part. Those who uphold its interests during these difficult years of social readjustment deserve well of the State and have a strong claim on the liberality of their fellow-citizens.

Believe me, dear sir,

Yours very sincerely,

(Signed) **MICHAEL E. SADLER.**

Charles A. Brinley, Esq.,
Philadelphia, U. S. A.

Letter from Professor Richard G. Moulton

THE UNIVERSITY OF CHICAGO.

In my judgment the true function of the university is being performed, in kind, though not in amount, by the great University Extension agencies, of which The American Society for the Extension of University Teaching is second to none. The actual universities are doing splendid work; but, from pressure of circumstances, they are more and more changing into schools—law schools, medical schools, divinity schools, graduate schools. The university work of culture for its own sake, and not as a passport for entrance into special professions, is more naturally and healthily performed on the Extension plan, which extends a curriculum through a lifetime, instead of compressing it into three or four years. The reason why Extension agencies offer at present only a fraction of what a curriculum should be is that they are, practically, without endowment, whereas the smallest college relies on endowment for a great part of its cost. Exactly in proportion as an educational agency is endowed, it can regulate its work by purely educational considerations, without having to modify these in seeking popular attractiveness.

(Signed) RICHARD G. MOULTON.
December 1, 1902.

Letter from President Edmund F. James

NORTHWESTERN UNIVERSITY.
President's Office.

EVANSTON, ILL., December 9, 1902.

MR. CHARLES A. BRINLEY,
Philadelphia, Pa.

My Dear Mr. Brinley:—I have followed the work of The American Society for the Extension of University Teaching with the keenest interest from its organization, more than ten years ago, to the present. For the first five or six years I had a very intimate knowledge of its work, and since that time I have taken pains to keep myself posted as to what it was doing by the examination of its printed material and visits to its office and conference with its officers and friends, as well as with persons who were interested in it simply because of their attendance at lectures given under its auspices.

I think this Society is doing a most valuable educational work. To hold up continuously before any community the ideal of systematic reading and systematic study, even if it be only for a fraction of one's time, is a very valuable educational service. When, in addition, an organization offers such an excellent series of lectures by university men who are not merely university men in the sense of having been in the universities, but are inspired with the university spirit, and who have, moreover, qualified themselves to deliver their message in the most efficient way, a most valuable educational agency has been set at work in the community. The results of this

Letter from President Edmund J. James

work are visible in many different directions, and I do not believe that an equal sum of money could be better expended for the interest of popular education than the amount necessary to keep this agency at work.

Faithfully yours,
(Signed) EDMUND J. JAMES.

Letter from Dr. Edward Brooks

DEPARTMENT OF SUPERINTENDENCE.

PHILADELPHIA, December 6, 1902.

MR. CHARLES A. BRINLEY,
President of The American Society for the
Extension of University Teaching.

My Dear Sir:—I have watched the work of The American Society for the Extension of University Teaching in Philadelphia with great interest, and can give it my most hearty commendation and endorsement. It has opened the way to the study of literature, history, and social and economic questions to thousands of our people, and has been to them an intellectual stimulus to higher culture and attainments. It has thus carried the influence of the university into the home life of our people, and been the source of increased intelligence, and of that personal and social culture that inevitably flows therefrom. I trust that the good work of the association may not only be continued, but that its work in the future may be even more extended and far-reaching in its beneficent influences.

Very truly yours,
(Signed) EDWARD BROOKS,
Supt. Public Schools.

Letter from Dr. Nathaniel Butler

THE UNIVERSITY OF CHICAGO.

NOVEMBER 25, 1902.

MR. CHARLES A. BRINLEY,
President of The American Society for the
Extension of University Teaching.

My Dear Sir:—I have been examining with great interest some memoranda setting forth the work of The American Society for the Extension of University Teaching for the last ten years and more. I have been in a position during that time to appreciate, I think, at its full value the character of this work and its influence upon the communities where it is organized. I am seriously convinced that the educational value of this work is simply inestimable. It has, of course, become a truism among educators, and indeed among thoughtful people in general, that education is by no means to be confined to the early years of life spent in the schools, but that, consisting as it must of the constant enlightenment of the resources of the individual, it must be a life-long process. Whatever can be done to encourage and actually secure systematic intellectual life among adults, and to broaden continually their interest in the attainments of other men, which I take to be the purpose of culture, must receive the hearty approval of all who believe in education. I do not think it would be possible to know any agency that has done more in this direction to counteract the narrowing tendencies of our necessarily busy life than such work as conducted by the American Society. Probably the doing of work that can be called university work

Letter from Dr. Nathaniel Butler

is a thing not realized in this country to the extent that it is done in England in connection with University Extension work. It seems to me that the great value of this work lies in just what the Society possesses,—namely, to induce people to attend series of lectures by competent men and women, and to read books recommended by those who are in a position to recommend intelligently. I have the honor to be,

Sincerely yours,
(Signed) NATHANIEL BUTLER.

Letter from Professor Simon N. Patten

UNIVERSITY OF PENNSYLVANIA.
The College.

Finance and Commerce
(Wharton School).

PHILADELPHIA, January 3, 1903.

My Dear Sir:—I have followed the development of University Extension with great satisfaction. Even its failures have interested me, because they have shown the way to firmer ground. I have never lost confidence in the future of the American Society, and believe it is the beginning of a social institution of the first magnitude. Education is not merely for the young; it must continue as long as growth and vitality permit.

Sincerely yours,
(Signed) SIMON N. PATTEN.

To President Charles A. Brinley.

Letter from Dr. Albert Shaw, Editor

"THE AMERICAN MONTHLY REVIEW OF
REVIEWS,"

13 Astor Place, New York.

NOVEMBER 24, 1902.

MR. CHARLES A. BRINLEY,
President of The American Society for the
Extension of University Teaching.

My Dear Sir:—I have been somewhat familiar from the beginning with the University Extension work accomplished from the Philadelphia Centre, and have always been in the most cordial sympathy with it, believing in the usefulness of its method, in the breadth and sympathy of the spirit it has displayed, and in the value of its practical results as I have had occasion to know about them. I should think it cause for much regret if this American Society for the Extension of University Teaching should not obtain the support needed for the further growth of its admirable work. Believe me

Sincerely yours,
(Signed) ALBERT SHAW.

Letter from Secretary Walter A. Payne

THE UNIVERSITY OF CHICAGO.

Founded by John D. Rockefeller.

The Extension Division.

The Lecture-Study Department.

Walter A. Payne, Secretary.

CHICAGO, December 19, 1902.

MR. CHARLES A. BRINLEY,

Philadelphia, Pa.

My Dear Mr. Brinley:—It is my earnest conviction that no other educational work has been inaugurated in the past twenty-five years to which can be traced directly so much of value to the people as a whole as to the various forms of the University Extension movement. It is not difficult to trace those kindred movements, "School Education" and the Free Lecture movement, directly to the influence which has been exerted by University Extension lecturers and University Extension workers. Great credit is due the American Society as pioneer of this movement in America. The friends of popular education will hail with delight anything which tends to increase its scope and effectiveness.

Very truly yours,

(Signed) WALTER A. PAYNE.

Letter from Rev. Lyman P. Powell

ST. JOHN'S RECTORY.

LANSDOWNE, PA., November 29, 1902.

Dear Nolen:—I am glad, of course, to say a word about the work of the American Society, and I hope I have a right to speak. I have been a lecturer, student, friend, promoter, organizer, and almost everything a man can be as to the movement. I have seen the work of the Society, inside and outside as well, and the work grows steadily in my estimation. It has touched every class. I know that from both observation and experience. It has stimulated much of the widespread interest everywhere in evidence in every sort of education. It has contributed as has no other agency to the general acceptance of the concept, as strange fifteen years ago to all Americans as it is now familiar, that education is to last as long as life and is not for childhood alone. It has given pause in many a university and college to the snobbishness and pharisaism which have no rightful place in any institution, educational or otherwise, that claims to be democratic. It has helped to bind together and to make vertebrate our sometime disassociated and invertebrate agencies for education from the kindergarten to the university. It has helped the clergyman who has given place to it among the activities of his church to elevate and dignify the life of his people and to substitute for village gossip that world gossip which is itself a mark of higher living and saner thinking.

Ever yours,

(Signed) LYMAN P. POWELL.

Letter from Mr. John Thomson, Librarian

THE FREE LIBRARY OF PHILADELPHIA.

John Thomson, Librarian.

1217-21 Chestnut Street, Philadelphia, Pa.

NOVEMBER 5, 1902.

Dear Mr. Nolen:—The University Extension lectures undoubtedly increase the demand upon the Free Library for the books recommended by the lecturers and used in the study classes in connection with the lectures.

Yours truly,

(Signed) JOHN THOMSON,

Librarian.

Letter from Mr. Warren Snyder

HEAD OF BOOK DEPARTMENT

JOHN WANAMAKER.
City Hall Square.

PHILADELPHIA, November 13, 1902.

Dear Mr. Nolen:—Answering your inquiry as to how the University Extension movement has affected the book business, I find it difficult to treat the subject specifically. Looking back, however, over the past ten years, I am sure that there has been a marked improvement in the taste of the book-buying public of Philadelphia, and I fully believe the improvement is due, in a large measure, to the work done by the University Extension movement in this city. For the last four or five years the demand for books recommended in the courses has been steadily growing, but the largest results to us came through the two courses given by Professor Griggs on “Dante” and “Goethe.”

The demand for the “Divine Comedy” and “Faust” increased a hundredfold, and did not end with the lectures, for a healthy interest in these two masterpieces has been sustained. In addition, the critical works on the “Divine Comedy” are so steadily called for that I find it necessary to keep on hand most of the books mentioned in Professor Griggs’ syllabus.

His course on Browning promises to be one of the most popular, judging from the increasing sale of the Cambridge edition of Browning.

It is quite remarkable that these subjects should be so popular, as every bookseller must recognize the fact

Letter from Mr. Warren Snyder

that, while the reading public has grown so in the last decade, the demand for the standard poets has not proportionately increased. In these days of numberless magazines and sensational newspapers, both of which have a vitiating effect upon the taste, a movement which has been able to bring about such a healthy demand for two of the great poets, who had been practically relegated to the back shelves, should be heartily endorsed by all who are interested in the reading public, whether from a humanitarian or a business point of view.

Yours very truly,
(Signed) **WARREN SNYDER.**

Letter from Member of a University Extension Committee

PARSONAGE.

630 North Broad Street, Philadelphia.

I think so highly of the aims and work of The American Society for the Extension of University Teaching that I have accepted its educational program as no small part of my vocation. The six lecture courses which we had in Hagerstown, Md., proved beyond peradventure that University Extension offers the most charming and effective centres of social and intellectual life presented to the American people. I shall seek to organize such centres of "light and leading" whenever and wherever the opportunity is presented.

(Signed) EDWIN HEYL DELK,
St. Matthew's Lutheran Church,
Philadelphia, Pa.

Letter from Member of a University Extension Committee

PHILADELPHIA, December 26, 1902.

MR. JOHN NOLEN.

My Dear Sir:—In reply to your note concerning my opinion of the work of the Extension movement I would say:

I am heartily in favor of anything that will awaken and foster a healthy interest in that which is wholesome and helpful in good literature, and that which will lead to more careful and studious reading of the masters in literature.

The Society for the Extension of University Teaching has done excellent work in that direction with those who allowed their daily cares and duties to crowd out their higher intellectual interests. And with the younger generation yet in school or just leaving it, in leading them to more critical and sympathetic reading of such works in sound literature of which as yet they only had a formal acquaintance. It has been my privilege and pleasure to watch the practical workings of the system in the Tioga Centre, which was formed several years ago. I am sure that there is a more intelligent interest taken in such matters by those who have been identified with the movement in the centre from the beginning, and that they feel more than repaid for the time and study which they have freely given. In particular they have profited by the "Study Class" in connection with the several courses of lectures, which has led to a class for study at other times. In awakening a literary interest and leading to associated and sympathetic studies, the courses of University Extension lectures have brought forth good results.

Yours sincerely,
(Signed) WILLIAM L. LEDWITH.

Letter from Member of a University Extension Committee

NORWALK, CONN., November 22, 1902.

After a life spent, by natural inclination, in educational work,—in the school, the public library, with popular lecture courses and women's clubs,—this is my conviction with regard to The American Society for the Extension of University Teaching: An intimate experience with the Society for five years convinces me that it is one of the most valuable institutions of our time because of its appeal to the people who long for the opportunity to study, its thoroughness of method and the enthusiasm it awakens for the highest cultivation.

(Signed) DOTH STONE PINNEO,
Librarian Norwalk Public Library.
Sec'y Connecticut Federation of
Women's Clubs.

Letter from a University Extension Student

Yours of the 5th inst. is received, and I gladly bear my small testimony to the value of University Extension as I have known it.

In reviewing the past eleven years of my life, as I was at once led to do in response to your request, I was impressed with the comparative poverty of the residue if the whole Extension element, root and branch, were stricken out of them. To a teacher only too prone to trundle quietly along in the ruts of routine, every Extension course opened a broader horizon or offered a fresh incentive for a larger grasp of familiar subjects. Reading, always a delight, but often desultory, became systematized and purposeful. Essay work demanded exercise of thought and effort for expression that were both a joy in themselves and of positive value in dealing with pupils, for the teacher who does not lose the habit of definite mental activity will be likely to have a sympathetic insight into the difficulties and perplexities of younger minds.

There are different ways of keeping in touch with live thoughts, of maintaining the efficient mental discipline that we prize as the result of our years at school or college, but the most accessible for the majority of us is to become a life student in the university brought to our door. In the Extension lecturers we find able leaders, advisers, and critics; in almost any Extension course, material and suggestion for profitable study far beyond the possibilities of time that a busy life affords.

The oft-repeated criticism of the superficiality of University Extension work falls harmless on the student, for no one realizes more fully than he how little he can

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appropriate of the intellectual wealth of which he catches a glimpse now and again. But he knows it is there! That is something in a workaday world, and if the same door open a second time, how ready he will be for it! One does not shut one's eyes to every beautiful vista to be caught from an express train because one cannot stop to explore each one to the uttermost; nor does a reasonable person claim to know the whole country on such an acquaintance.

As a student I am deeply grateful to University Extension; I owe a distinct debt to Mr. Moulton and Mr. Shaw, to Mr. Fiske and Mr. Griggs and many others, not only for the instruction I have had of them in their several departments, but also for the more subtle teaching of their personality, of their general attitude as exponents of culture.

What I have said of myself I am sure is equally true of students who have come from the typewriter, from household cares, from clerical labors, from piano drill and from manual routine. The students who have been longest together have seen one another grow, and all look forward from the end of one profitable season with a certainty of expectation to the next.

I have answered your question with a feeling that personal testimony might be worth more than generalities, and hope that I may have furnished you with one or two points that will be useful in your general estimate.

December 7, 1902.



